Art and Design Policy

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Our Vision
Through a positive caring environment, we provide the opportunity for every child to reach their full potential. 'Success For All' is the motto of Raddlebarn Primary and Nursery School, we believe art has something for everyone.

Introduction
We are committed to providing all children with quality learning opportunities to engage in every aspect of art and design: drawing, painting, sculpture and printing. The purpose of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.
While it is essentially a practical subject, art should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

Curriculum Definition
"Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation." National Curriculum, 2014

Aims
<u>The aims of Art and Design are:</u>
• to enable all children to have access to a varied range of high-quality art experiences.
• to provide an imaginative, innovative, and progressive art curriculum which will foster enthusiasm for art and design amongst all the children.
• to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople, and designers, through links with the local and wider multicultural community.
• to stimulate children's creativity and imagination by providing visual, tactile, and sensory experiences.
• to help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live.
• to develop children's understanding of line, colour, form, texture, shape, shape, pattern, and their ability to use materials and processes to communicate ideas, feelings and meanings.
• to inspire confidence, value, and pleasure in art.
• to cultivate children's aesthetic awareness and enable them to make informed judgements about art and become actively involved in shaping environments.
• to teach children to express their own ideas, feelings, thoughts, and experiences.
• to develop children's design capability.
• to enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images, and objects.

Curriculum

Early Years
During the Early Years, young children will be given the opportunity to explore colour, texture, shape, and form in two and three dimensions. The children will have access to a wide range of constructions, collage, painting and drawing activities, using appropriate tools and art materials. In order to tap their artistic potential, the children will be encouraged to develop their own creative ideas

National Curriculum Subject content:

Key stage 1
Pupils should be taught to use a range of materials creatively to design and make products. To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space, about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects, and designers in history.

Progression and Continuity
The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating, and developing work. We do this through a mixture of direct teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists' work and educational visits.

We recognise the fact that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, resources, expected outcome and/or support from peers or adults.

Creative Curriculum Topic Planning
At Raddlebarn Primary and Nursery School all work is based on a topic. Each topic incorporates a range of subjects, but each half term has a specific focus including science, history, geography, art, ICT, DT and PE, as well as many opportunities to link English and Maths. Each year group has at least one Art focus topic throughout the school year. As well as one art focus topic, each year group has 3 art focus days throughout the year to ensure coverage of art skills. Curriculum Overviews can be found in the Learning tab on the Raddlebarn Primary and Nursery School website.

Planning
There is a progression of skills for Art and Design in place from Nursery through to Year 6 that is taught through our creative curriculum planning. Coverage has been mapped out for each year group. The progression document demonstrates what skills children should be expected to learn and will always link to an artist(s). The plans also detail what resources will be needed for each project. Class teachers complete block planning across a term, to enable small steps weekly to build upon previous skills taught and to ensure that full coverage is completed. Website links and key vocabulary can be evident on knowledge organisers. At the end of an art topic a chance to shine is completed. Equipment and materials are kept in the art cupboard in clearly labelled boxes for each year group and/or delivered directly to teachers. Teachers have the freedom to adapt art ideas and lessons as long as the art curriculum is covered and the child's artistic needs remain a priority. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within a year group, the most important aspect to consider is the skills that need to be covered. Skills in the Foundation Stage are planned through the objectives within the EYFS profile and can be in the moment.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged at their level of ability regardless of race, gender, religion, social background, culture or disability. Art forms part of the school curriculum policy; to provide a broad and balanced education to all children. Through our art teaching we provide learning opportunities that enable all pupils to make progress and experience a broad and balanced range of art activities which show progression within these experiences.

Differentiation

The teaching of art and design needs to consider the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome. However, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs. Pupils who are at 'greater depth' level at this subject should be challenged within lessons and offered further ideas for study outside school, whether it be for Art clubs, Gallery visits or ideas for further projects.

Spiritual, Moral, Social and Cultural development

The teaching of art and design offers opportunities to support the social development of our children. We aim to encourage the children to take pride in their own achievements and to respect their own and others' work. Kagan groupings are a system we use which allows pupils to work together closely and gives them the chance to discuss their ideas and feelings confidently with others that they have come to know and trust. This support network helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. Our children learn to work with each other and with adults, therefore developing a better understanding of themselves.

Progress and Achievement

Art and Design is monitored on a regular basis to check progress, consistency, differentiation and coverage. We encourage all pupils to take responsibility for their own and their peers' learning. A range of assessment for learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments, success criteria and the use of talk partners through our Kagan approach. Through these, both children and adults are able to recognise the progress being made.

Assessment and Recording

At Raddlebarn Primary and Nursery School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing through lessons to ensure that understanding is being achieved and that progress is being made.

Monitoring

Each child from Year 1-Year 6 has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Monitoring takes place regularly through sampling children's work, teacher planning, lesson observations and pupil voice conversations. It would be extremely useful if each term, teachers could either add to the class reflection books or upload photographs of art lessons of both the children in action and finished artwork. Photographs of final pieces of work should be printed out and glued into each child's sketchbook for each project where appropriate.

Roles and Responsibilities
The subject is led by the art coordinator who is responsible for ensuring that each child at Raddlebarn Primary and Nursery School receives a broad and balanced curriculum including creative arts. It is also the responsibility of the art coordinator to ensure that the children receive a quality arts education. The art coordinator will stay up to date with current teaching styles and educational trends to ensure the school is at the forefront of arts education. The art coordinator must ensure resources and equipment are readily available for teachers to use. Monitoring is the responsibility of the art Coordinator and curriculum lead, and assessment is the responsibility of the class teacher, who will also ensure curriculum coverage and skills progression. It is the class teacher's responsibility to ensure that they are delivering an arts curriculum to the children in their care. They must ensure they plan exciting and inspiring art lessons and seek professional advice if needed.

Teachers must also be willing to share examples of children's sketchbooks and ensure sketchbooks are used regularly. Furthermore, teachers must also ensure that they are setting the highest standard during art and design lessons and inspire children to be the best artists they can be.

Resources
There are a wide range of resources to support the teaching of art and design across the school. All classes have a range of basic resources kept in the classroom; large bottles of paint and some specialised equipment are kept centrally in the art cupboard. People with an interest, or expertise, in a particular topic or area of art may be invited into school to work with the children. Educational visits to art galleries, museums and other art institutions are planned to enhance the arts experience of the children at Raddlebarn Primary and Nursery School.